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IN-SERVICE SUPERVISED TEACHING PROGRAM.
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TO ENABLE TEACHERS WITH EMERGENCY OR PROVISIONAL CERTIFICATES TO MEET CERTIFICATION REQUIREMENTS, SUPERVISED TEACHING AND A RELATED SEMINAR USE ON ON-THE-JOB EXPERIENCES OF THE PARTICIPANT TO DEVELOP PROFESSIONAL COMPETENCIES. A LOCAL SUPERVISOR AND COLLEGE REPRESENTATIVE WORK CLOSELY WITH THE TEACHER WHO IS VISITED AT LEAST BIWEEKLY OVER A 1-YEAR PERIOD. PARALLEL TO SUPERVISED TEACHING, A RELATED SEMINAR CONDUCTED BY THE COLLEGE REPRESENTATIVE IS HELD FOR 30 CLOCK HOURS FOR EACH OF THE TWO COLLEGE SEMESTERS. THE ENTIRE PROGRAM CARRIES 8 SEMESTER HOURS OF COLLEGE CREDIT. (LC)

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State of New Jersey
Department of Education
OFFICE OF TEACHER EDUCATION AND CERTIFICATION
Trenton 08625

IN-SERVICE SUPERVISED TEACHING PROGRAM
Supervised Teaching Seminar

New Jersey, like other states, has a shortage of teachers in many fields. These shortages make it necessary to issue substandard (emergency and provisional) certificates in order to enable school districts to employ persons who lack full preparation for their teaching assignments. In 1964-65 approximately 7,000 New Jersey teachers were reported as holding such certificates. This number represents over 12% of all teachers in the public schools.

Some holders of substandard certificates have had a complete program of teacher preparation in one field and lack only a few courses in another subject field in order to achieve regular certification for their present assignments; however, in a large percentage of cases, persons teaching with emergency and provisional certificates have experienced only the beginnings of teacher preparation and have not had the benefit of carefully supervised student teaching or internship programs before being employed to assume full responsibilites for classroom teaching.

It is this lack of student teaching which has been the most serious source of concern to the employing officials and to the beginning teachers themselves. It is recognized that it is during this period of supervised experience---with the constant help and guidance of both the local cooperating "master teacher" and the principal of the school on the one hand, and the supervisor from the college on the other, that the student teacher truly develops and tests his ability to teach, to relate in satisfying and helpful ways to boys and girls, and to be effective in developing a program and managing the class in such a way that his students learn the things he is attempting to teach.

Schools employing personnel with emergency and provisional certificates attempt to provide extra supervisory help to these teachers during their first two or three years of teaching, in order that the instruction of the children may be as good as possible, and the beginning teacher's experience will be sufficiently successful so that he will be interested and able to continue in teaching as a career. However, time for supervision is limited, and school systems, operating alone, have not been able to duplicate the close supervision afforded during the regular pre-service student teaching program in which a full-time local cooperating teacher and a college supervisor combine forces to assist the beginner to get started and to develop teaching skill.

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Several years ago conferences between superintendents of schools and college officials brought forth the suggestion that a program of joint school-college, on-the-job supervision should be developed for beginning teachers with emergency and provisional certificates who had not had student teaching. As a result, the In-Service Supervised Teaching and Seminar program was developed. The student enrolls in an eight-semester hour program, extending over two college terms. The employing school system assigns a local supervisor--usually a principal, vice-principal, or department head--to work closely with the supervisor from the college who visits the school weekly, or at least every other week. Emphasis is placed on helping the teacher to plan his daily and weekly program, to develop teaching materials and methods of presentation, to learn the fundamentals of classroom procedure, to maintain good discipline and to develop positive relationships with

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the class, to evaluate the teaching program and continually revise materials and techniques in the light of experience. Weekly or bi-weekly group seminar meetings are held, in which experiences are analysed and the practical problems of teaching are reviewed. Lectures and discussions are arranged, through which principles and information needed by teachers are introduced, in areas such as child growth and development, lesson planning, evaluation of learning, discipline, general methods of teaching, special methods and materials in various subject fields, audio-visual teaching materials, guidance, and school organization.

The number of New Jersey colleges, both public and private, offering the In-service Supervised Teaching Program has increased steadily. Since 1960 the program has been a degree requirement for all employed teachers with emergency or provisional certificates who are working for a bachelor's degree in this field of education. It has also been included in the new "MAT-type" programs that have been developed at the colleges for teachers-in-service who already have a bachelor's degree but who lack student teaching and who are working toward full certification and a master's degree. The program has now been established as a certification requirement for <u>new</u> applicants for substandard certificates, who lack student teaching, and will be offered in the fall of 1966 by at least fifteen colleges in New Jersey.

FEATURES OF THE PROGRAM

The Supervised Teaching and Seminar Program as it has developed varies from college to college, and from year to year at the same college. Since the program is geared directly to the needs of the teachers in the group, this flexibility is both necessary and desirable. The major features of the program, however, can be described as follows:

Purpose of the Program

The supervised teaching seminar is a unique program, developed and designed to meet the needs of the mature individual who is teaching under emergency or provisional certification and who desires to gain competencies in one phase of teacher preparation and to meet the requirements for certification in the State of New Jersey. This program is designed to provide aid to the novice teacher during the initial experience in the classroom.

Supervised teaching has been recognized as a most significant part of the total professional preparation for teaching. This program has been designed to achieve the objectives of supervised teaching and a related seminar through the utilization of the on-the-job experiences of the participant in a series of planned learning experiences designed to develop the competencies required of the professional teacher.

Goals of the Program

The goals to be achieved should include:

1. relating of theory and practice in the experiences of the participant

2. the development of the confidence and competencies to act in keeping with educational theory and the participant's beliefs

3. aiding the individual to develop further competencies, to reflect and draw on the teaching situation to strengthen and develop teaching skills

4. aiding the individual to develop the perceptions of a "teaching model" to use as a basis for the individual concept of his role as a teacher and in teaching and to analyze, criticize, and control his own teaching behavior

This program would be meaningful to the participant in that it would provide

1. A competent supervisor upon whom the participant could draw for aid in solving problems

2. an opportunity to share with and draw from the experience in the teaching situation that he and others are experiencing

3. an opportunity for self-evaluation

4. an opportunity to integrate the knowledges, concepts, theories, and understandings of professional and related disciplines of the teacher preparation program into a "meaningful whole"

5. a readiness for further professional courses, professional growth, and other professional experiences.

6. an opportunity to experiment with, analyze, criticize, and to develop a "teaching model" which is compatible with the accepted teaching-learning theories and with the individual personality.

Prerequisites

The supervised teaching and seminar program would be open to holders of emergency and provisional teaching certificates who do not present the required student teaching program for certification in New Jersey. The student would be enrolled in a complete program at the institution which is designed to complete the necessary requirement for full certification.

Course Length

The course shall consist of two parts. Each part of the course shall carry four semester hour credits; it is recommended that no credit be granted until both parts of the course are completed. An evaluation report should be made for each segment of the course for local records. Part I and Part II should be taken in successive semesters.

Course Requirements

In the Supervised Teaching portion of the program each participant shall be supervised by (a) a full-time staff member of the participating school system. An average of one supervisory session per week is recommended. (b) a supervisor from the college who shall also be the instructor in the seminar portion. It is recommended that at least eight on-the-job supervisory visits be made per semester.

Responsibilities of the Participating School District

1. To provide the participant with the opportunity to participate fully in a teacher's professional activities both in and out of the classroom

2. To provide the participant with opportunities to make effective educational judgments

3. To help the participant develop confidence which can come only from working successfully with children

4. To provide a designated full-time staff member who shall be responsible for an average of once-a-week supervision of the participant

To achieve these goals, the participating school should aid and supervise the participant in the following activities:

a. To conceive, plan, and execute the full year's curriculum and the series of units which compose the curriculum

b. to know the school and the children by having access to and explanation of the cumulative records, test scores, socio-economic description of the school and community, building and school district handbooks and instructional materials handbook

c. to observe the total operation of the school district by visiting other classrooms above and below the teaching level, special education rooms, visiting teachers, school board meetings, and other system-wide councils committees, and central office activities.

The college supervisor will work with the local school supervisor in arranging these experiences and will incorporate them into the seminar.

Responsibilities of the College

1. To provide, as a supervisor, a regular staff member experienced in supervision with a public school teaching background

2. To make all the facilities and resources of the college education program available to the program participant

3. To help (work with) the supervisor in the local district to achieve his responsibilities to the participant

4. To aid the participant in the program to become oriented to the participating school

The orientation meeting will be held, if at all possible, the semester before the participant begins the program, or at least before the student enters the classroom. This meeting should cover the participant's responsibilities to the college and district; the participating school supervisor's responsibility to the participant; the college and their function; the responsibility and function of the college supervisor to the participant and the local school supervisor.

The orientation meeting should be arranged by the college supervisor through the administrative offices of the participating school. Where ever possible, release-time should be provided for the participating school district personnel for this meeting.

Joint Responsibilities

The college supervisor, the participating school supervisor, and principal shall meet after the end of each term and prepare a written evaluation of the program and the exploration of professional ideas relating to the program. Where ever possible, release-time should be provided for this procedure. Conferences, either jointly or separately, should be held between each participant, college supervisor, and the school supervisor.

The final evaluation of the participant should be made in joint conference between the school supervisor and the college supervisor. This evaluation shall be returned to the college by the college supervisor to perform adequately the function.

It is expected that the seminar groups be maintained at a maximum of 20 students.

In the Seminar portion of the supervised teaching program, each participant shall attend a seminar taught by the college supervisor. The seminar sessions shall meet for approximately 30 clock hours per semester. The college can work out the routine of meeting weekly for two hours, or a pattern of meeting that the college feels would better meet student needs for the 30 clock hours.

The content of the Seminar session should grow from the needs of the participants and their experiences. It would be expected that the seminars would cover knowledges such as: pupil personnel records; classroom management; lesson, unit, and curriculum planning; pupil-teacher relations; professional associations and obligations; shcool-community relations; teacher administration relations; inter-staff relations; among others.

Each participant would be expected to read text materials relating to the topics discussed in the seminars and in areas mentioned above or as determined by the college syllabus for the seminar.

Each participant would be expected to complete one practical project each semester. Such project to be determined by the participant and the instructor to fit the needs of the individual and to aid his growth in the current on-going situation. Possible areas for the projects might be curriculum outline for field or subject for a semester or a year; a unit outline from the curriculum outline; to plan and conduct a field trip; involvement in and report of a project, committee, etc. in the district. Evaluation criteria for these projects should be determined by the college.

The instructor in the seminar, through the seminar and visits to the participant will aid the participant to grow in developmental behaviors leading to the acquisition of the functional concepts of an acceptable teaching model.

At the end of the first semester seminar, each participant would make a self-evaluation of his experience. In joint conference with the seminar instructor each participant would evaluate the experiences of the first seminar supervised experiance. Jointly they would identify objectives and desirable experiences for the subsequent supervised teaching experiences and outline specific content for the subsequent seminar sessions.

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